

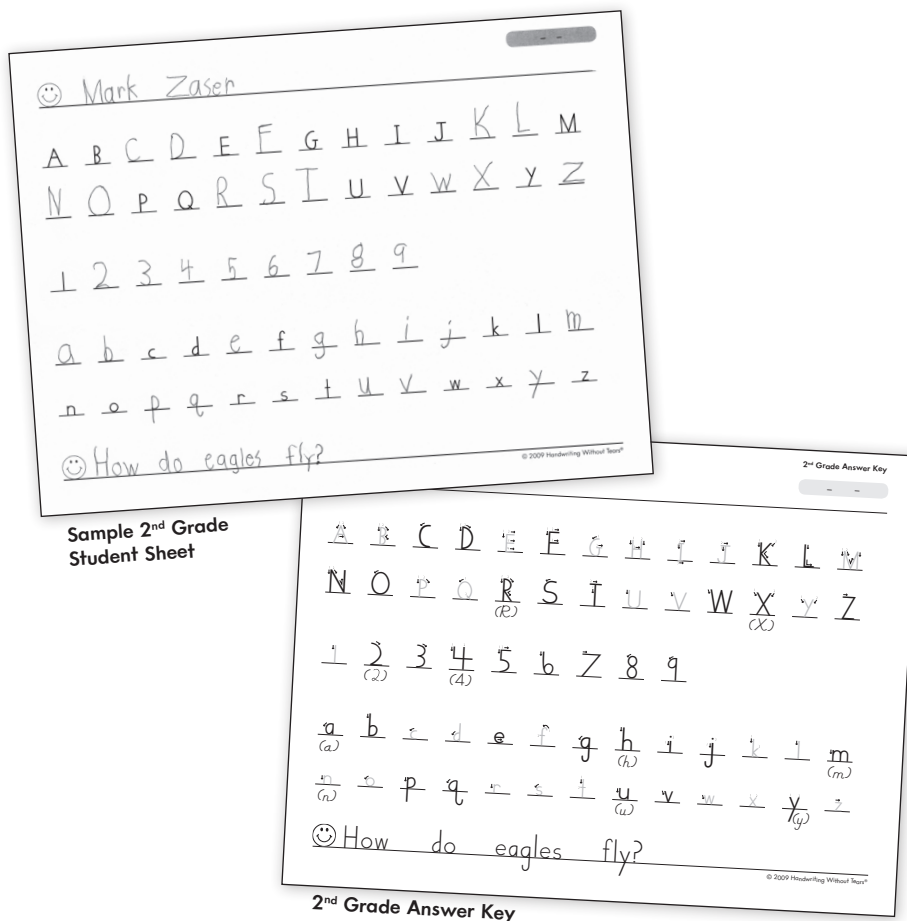
Screeners of Handwriting Proficiency

Scoring Packet - 2nd

The Screener of Handwriting Proficiency helps you identify students who need additional support and guides your classroom instruction throughout the year. Assess your students three times a year, score results, and generate reports that help you track the development of critical handwriting skills.

Get ready to score:

- ☐ Go to the Online Scoring and Reporting Tool: hwtears.com/screener.
- ☐ Download and print the 2nd Grade Placement Tool on a transparency.
- ☐ Add students/class online.
- ☐ Begin scoring using the guidelines in this packet.



SCORING INFORMATION

Scoring is quick and easy. Here are the printing skills you will score and how to score them. Use the 2nd Grade Answer Key and scoring examples for reference. The answer key includes multiple acceptable letter/number styles.

MEMORY: The ability to remember and write dictated letters and numbers.

1. Omitting the letter/number is a memory error.
2. Writing an unrecognizable letter/number (like a squiggle) is a memory error.
3. Writing the wrong letter/number (lowercase f for capital F or vice versa) is a memory error.
4. Lowercase i, j without the dot is a memory error.

No memory error for:

5. A letter or number that is reversed/backward
6. A letter that uses wrong size - Oo, Ww, Ss
7. A letter in the wrong place - Pp, Yy

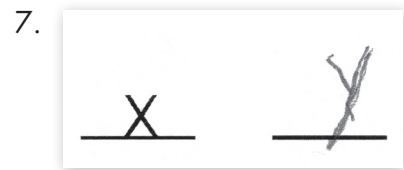
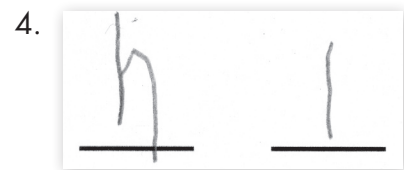
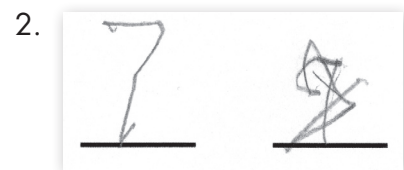
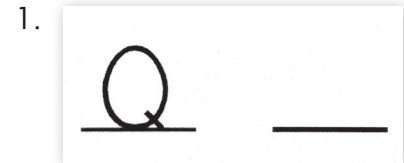
ORIENTATION: The ability to write letters and numbers facing the correct direction.

8. Reversals, or backward letters are orientation errors.

No orientation error for:

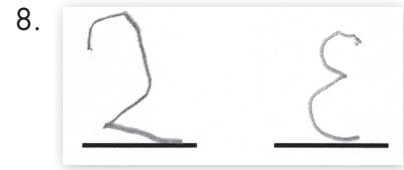
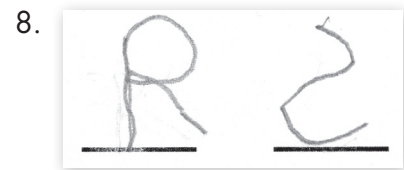
9. Symmetrical letters/numbers. They cannot be reversed and are not scored.

MEMORY:



No memory error

ORIENTATION:

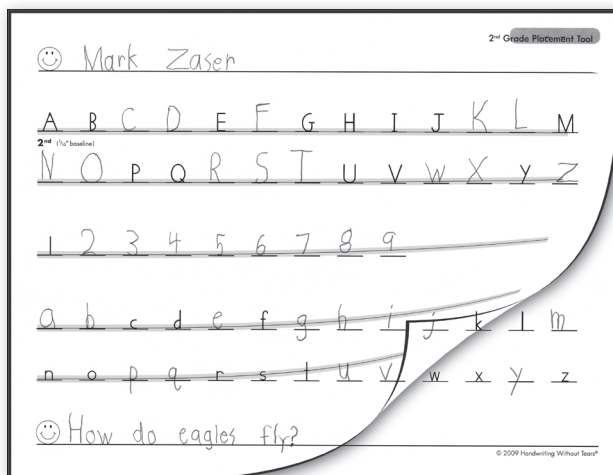


Scoring Information continues...

PLACEMENT: The ability to place letters and numbers correctly on a baseline.

10. A letter/number (or part) that should be on the baseline but is outside the gray area (more than 1/16" above or below the line) is a placement error.
- a. Letter/number parts that should be on the line but are above the gray area
 - b. Letter/number parts that should be on the line but are below the gray area

Note: Measure questionable placement. Line up the 2nd Grade Placement Tool with the writing line (not the letter).



Sample Student Sheet with 2nd Grade Placement Tool overlayed

SENTENCE: The ability to use sentence conventions: a beginning capital, distinct lowercase words (letters close), space between words, and ending punctuation.

- 11. Not using a capital to begin is a sentence error.
- 12. Mixing capital and lowercase letters is a sentence error.
- 13. Putting too much space between letters in a word (w r o n g) is a sentence error.
- 14. Putting words too close is a sentence error.
- 15. Forgetting ending punctuation is a sentence error.

PLACEMENT:

10a.



10a.



10b.

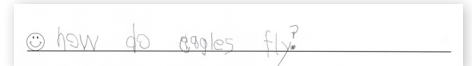


10b.

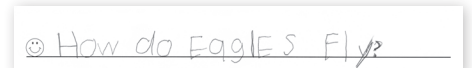


SENTENCE:

11.



12.



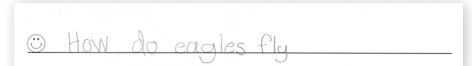
13.



14.



15.



NAME: Children typically develop name-writing skills in three stages.

You will not mark errors for this category. Instead, note the stage of development. Does the student use:

- All capitals (CHRIS)
- Transitioning mix (ChRis)
- Title case (Chris)

CONCERNS: Other skills affect handwriting success. Check concerns from the Screener or classroom work.

Formation – Group screening can't assess letter or number formation, but you should notice formation generally. Poor habits affect printing skills. Messy or slow writers start many letters at the bottom. Check concern if a child starts at the bottom or writes out of order.

Size – Writing too large causes problems with school papers, speed and spacing. Review classroom samples for problems. Check concern if child writes too large for grade.

Neatness - Administer screening at an even pace, with time for children to do their best. Check concern if a child's writing is not neat on the Screener or in classroom work. Classroom samples provide the best information about neatness in everyday writing.

Speed – Administer screening so that all students finish together. Watch for students who don't complete classroom work in a timely manner. Take note of those who are slow but don't overlook the fast ones who are also messy. Check concern if a child's writing speed is a problem in the classroom.

Posture, Pencil Grip, and Helper Hand – The physical aspect of handwriting is important. Observe your students for physical problems that can lead to handwriting difficulties. Check concerns if a child sits slumped, feet unsupported, has an awkward grip, or does not use hand to hold paper.

Other – Note any cognitive, physical, language, attention, or other skills that affect a child's written work.

PRINTING CONCERNS CHECKLIST

Place a check mark for each concern noted. Refer to the key below or the scoring packets for identifying information and guidance.

Last Name	First Name	Formation	Size	Neatness	Speed	Posture	Pencil Grip	Helper Hand	Other
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
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34									
35									

Formation - Starts at the bottom or writes out of order
Size - Writes too large for grade
Neatness - Demonstrates poor quality of written work
Speed - Is slow to complete tasks compared to peers
Posture - Sit slumped, feet unsupported
Pencil Grip - Has awkward grip
Helper Hand - Does not use hand to hold paper
Other - Exhibits cognitive, physical, language, or attention issues

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Printing Concerns Checklist

😊 (Name) _____



A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9

a b c d e f g h i j k l m

n o p q r s t u v w x y z

😊 How do eagles fly?

Print the 2nd Grade Placement Tool on a transparency. Place the transparency over completed student sheets to score.

It is important that this sheet prints so that the gray area extends 1/16" above and below the line. To ensure this, follow the directions below.

1. Click the printer icon (or choose File > Print).
2. In the Page Scaling drop-down menu, choose **None**.
3. Click **OK** to print.

2nd (1/16" baseline)

REPORTS AND INTERVENTION

Use the Online Scoring and Reporting Tool to create reports

about individual and whole class handwriting performance. Reports allow you to track growth and share screening results with others.

Class Reports

Class reports show if a class is meeting RtI Tier 1 achievement targets (80% of students at or above benchmark). Evaluate instruction when more than 20% of students are below expectation on a handwriting skill. Remediation suggestions are provided.

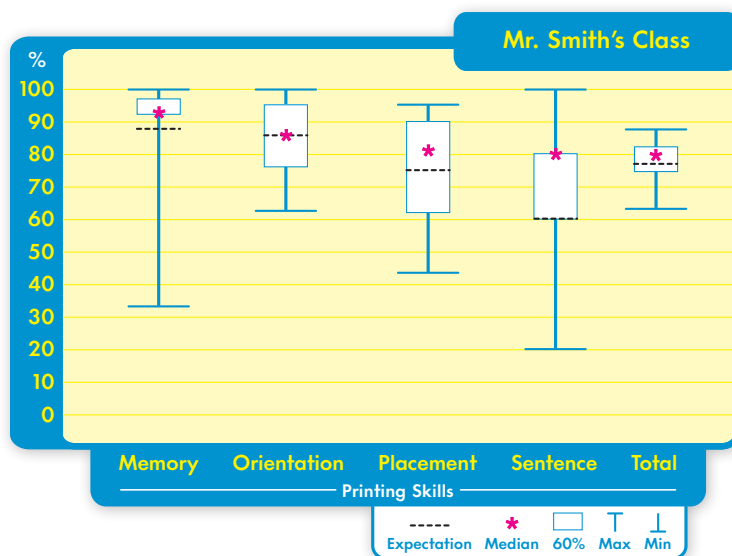
Class Screener reports show:

- Percentage of students meeting/not meeting benchmark expectations
- Results compared to RtI Tier 1 achievement targets
- Where to focus instruction and intervention

What should be done if a class isn't progressing or meeting expectations?

Improve the quality of classroom handwriting instruction for all students.

- Build a team to review and guide handwriting curriculum and implementation.
- Offer professional development to train staff in handwriting instruction and remediation.
- Continue the screening process to monitor student progress.



Classroom Handwriting Report

Handwriting Instruction and Intervention Strategies

The key to student success is regular instruction by a qualified teacher using a strong core curriculum. Schools with strong handwriting instruction have:

1. Daily time set aside for instruction
2. Professional development to boost teacher qualifications
3. Teachers who demonstrate at the board and on student papers, modeling letter formation and coaching handwriting skills
4. A core curriculum with well-designed workbooks, developmentally based materials, teacher guides, training, and resources
5. Furniture and classrooms designed for effective learning (furniture fits children/everyone faces the board for lessons)

Student Reports

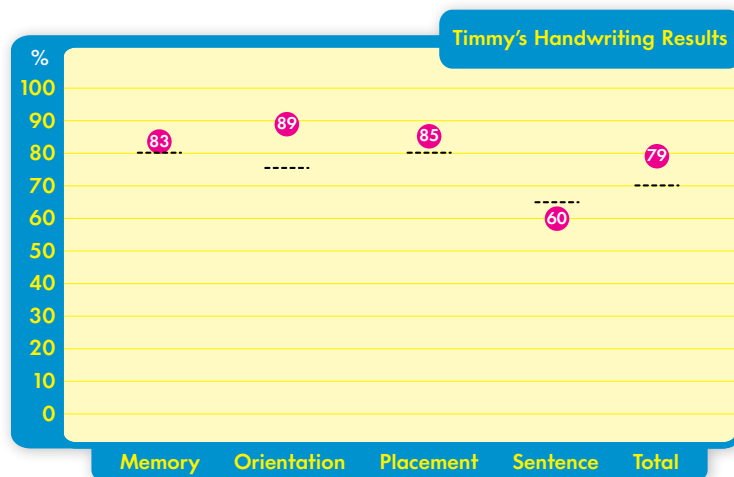
Individual reports inform and focus your instruction by showing what students know and what they need to learn. You will know who needs extra support and supervision during class instruction and who needs intervention. Remediation suggestions are provided when a student performs below expectation on a handwriting skill.

Student Reports show:

- Current printing skills compared to benchmark expectations
- Changes in printing skills during the year
- Where to focus instruction and intervention

What should be done if a child isn't progressing/meeting expectations?

- Start with class results. If the class isn't meeting expectations, begin with the class strategies.
- Provide small group/individual intervention based on screening data. Use the remediation suggestions found in the report.
- Continue the screening process to monitor student progress.



Student Handwriting Report

What's next?

- ☐ Remediate students.
- ☐ Share the Screener with your colleagues.